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THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE ON MADRASAH ALIYAH TEACHER PROFESSIONALISM AND PERFORMANCE

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ABSTRAK

Kinerja guru Madrasah Aliyah dibentuk oleh kompetensi individual, kepemimpinan, dan lingkungan organisasi tempat praktik profesional berkembang. Di Lampung, profesionalitas guru yang belum merata, terbatasnya tanggung jawab kolektif, serta dukungan yang belum konsisten terhadap perbaikan pembelajaran menjadi persoalan. Persoalan tersebut menghambat konsistensi mutu pembelajaran dan pencapaian tujuan kelembagaan. Penelitian ini menganalisis pengaruh kepemimpinan transformasional kepala madrasah dan budaya organisasi terhadap profesionalitas serta kinerja guru pada Madrasah Aliyah Negeri. Survei eksplanatori kuantitatif melibatkan 400 guru dari enam Madrasah Aliyah Negeri. Data dikumpulkan melalui kuesioner skala Likert dan dianalisis menggunakan statistik deskriptif, uji reliabilitas, regresi, serta analisis jalur. Seluruh instrumen reliabel dengan koefisien alpha 0,708-0,769. Kepemimpinan transformasional dan budaya organisasi bersama menjelaskan 7,3% variasi profesionalitas dan 7,5% variasi kinerja. Profesionalitas secara mandiri menjelaskan 9,9%, sedangkan model penuh menjelaskan 13,7% variasi kinerja (R=0,371; F=21,029; p<0,001). Profesionalitas merupakan prediktor terkuat (beta=0,260), diikuti budaya organisasi (beta=0,183) dan kepemimpinan transformasional (beta=0,160). Temuan menunjukkan bahwa peningkatan kinerja memerlukan strategi terpadu yang menggabungkan kepemimpinan visioner, budaya kolaboratif dan akuntabel, serta pembelajaran profesional berkelanjutan. Madrasah disarankan memperkuat supervisi berbasis bukti dan komunitas guru. Penelitian selanjutnya perlu menguji motivasi, kesejahteraan, beban kerja, kompetensi digital, serta dukungan kelembagaan melalui desain longitudinal dan multilevel pada berbagai jenjang dan konteks madrasah lain di Indonesia.

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Keywords:

Transformational Leadership; Organizational Culture; Teacher Professionalism; Teacher Performance; Madrasah Aliyah

ABSTRACT

Teacher performance in Madrasah Aliyah is shaped by individual competence, leadership, and the organizational environment in which professional practice develops. In Lampung Province, uneven teacher professionalism, limited collective responsibility, and inconsistent support for instructional improvement remain important concerns. This study examined how principals' transformational leadership and organizational culture influence teacher professionalism and performance in public Islamic senior secondary schools. A quantitative explanatory survey involved 400 teachers from six public Madrasah Aliyah. Data were collected through Likert-scale questionnaires and analyzed using descriptive statistics, reliability testing, regression, and path analysis. All instruments were reliable, with alpha coefficients of 0.708-0.769. Transformational leadership and organizational culture jointly explained 7.3% of professionalism variance and 7.5% of performance variance. Professionalism independently explained 9.9%, while the full model explained 13.7% of teacher-performance variance ($R=0.371$; $F=21.029$; $p<0.001$). Professionalism was the strongest predictor (beta=0.260), followed by organizational culture (beta=0.183) and transformational leadership (beta=0.160). The findings indicate that performance improvement requires an integrated strategy combining vision-driven leadership, collaborative and accountable organizational culture, and professional learning. Madrasahs should further strengthen evidence-based supervision and teacher learning communities, while future studies should examine motivation, well-being, workload, digital competence, and institutional support using longitudinal and multilevel designs in comparable public and private Islamic schools.

A. INTRODUCTION

Madrasah Aliyah forms part of Indonesia's national education system, integrating academic attainment, character formation, and an Islamic orientation. This position makes teachers the principal actors who translate policy, curricula, and institutional values into students' learning experiences. Teacher performance therefore extends beyond the completion of administrative duties to encompass the quality of planning, instruction, assessment, guidance, and contributions to madrasah development. In practice, this performance develops within a particular organizational context. How principals build a vision, provide support, manage change, and reinforce work norms can either expand or constrain teachers' professional agency.

Transformational leadership is pertinent to madrasahs because it emphasizes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Principals do more than enforce compliance: they connect daily work to collective purposes, model expected conduct, and create opportunities for teachers to take initiative. Evidence from Indonesian education shows that principals' transformational leadership and organizational culture are associated with teacher performance, both separately and simultaneously (Raharja, Nashir, and Andriani 2022). Other research indicates that teacher commitment may link transformational leadership to sustainable teaching performance (Alzoraiki et al. 2023). Leadership effects are therefore expected to operate not merely through direction, but through meaning-making, relationships, trust, and commitment.

Recent literature also associates transformational leadership with teachers' adaptive capacity. Kaya (2024) links transformational leadership to teacher creativity

through professional resilience and job satisfaction. At the school level, a transformative teacher-leadership development model can strengthen teachers' capacity to lead learning and professional change (Ghamrawi, Shal, and Ghamrawi 2024). Artika and Ardi (2024) identify teacher efficacy, trust, and collaboration as mechanisms connecting transformational leadership with professional learning. Together, these findings affirm that principal behavior can shape how teachers interpret their roles, respond to problems, and develop their practice.

Organizational culture is the contextual layer through which particular behaviors become normal, valued, or avoided. In madrasahs, culture is expressed in patterns of communication, cooperation, responsibility, discipline, support for innovation, and consistency between Islamic values and management practice. Jukic (2022) positions teachers and organizational culture as central elements of school management. Perceived school culture is also associated with teacher work engagement, although the strength of this relationship may vary with personal characteristics and tenure (Fu et al. 2022). In Indonesia, culture, motivation, commitment, and job satisfaction form an interconnected explanatory network for teacher performance (Kersiati, Wijaya, and Sudarno 2023). Organizational culture is thus not a passive background but a social resource that can direct teachers' energy toward shared goals.

Culture may influence performance through governance and leaders' contextual intelligence. Widodo et al. (2024) demonstrate the importance of organizational culture and governance in explaining how culturally intelligent principal leadership relates to teachers' task performance. Widodo (2024) likewise highlights the contribution of school culture and cultural intelligence to teachers' contextual performance: work behavior that extends beyond core duties and supports organizational functioning. Research on instructional leadership, culture, and organizational commitment further suggests that these elements should be understood as a configuration rather than as isolated variables (Amri 2024). A collaborative culture enables the principal's vision to become shared practice, whereas a weak culture may diminish leadership influence.

Teacher professionalism occupies a connecting position between organizational context and performance outcomes. It encompasses subject-matter mastery, pedagogical capability, responsibility for student success, continuous learning, participation in professional communities, and integrity in exercising professional authority (Apriyanto, S., Anum, A, Hasan, M., Fitriya, F., & Yasir, A, 2026). Recent scholarship no longer treats professionalism merely as certification status. Cramer, Brown, and Aldridge (2023) emphasize cross-paradigmatic reflexivity in preparing a future-ready teaching profession, whereas Hordern (2024) locates professionalism within the relationship between expertise and professional jurisdiction. Yao, Ma, and Duan (2024) show that teacher empowerment can strengthen professionalism through collegial trust and affective commitment. Professionalism is therefore a capacity that grows through the interaction of knowledge, autonomy, social support, and responsibility.

Against this background, the study analyzes eight relationships: the separate and joint effects of transformational leadership and organizational culture on professionalism; the separate and joint effects of both variables on performance; the effect of professionalism on performance; and the joint effect of all three variables on teacher performance. The study contributes an integrated, three-layer explanation: leadership as a driver of change, culture as the social context, and professionalism as

teachers' work capacity. The analysis covers 400 teachers from six public Madrasah Aliyah in Lampung Province and develops implications for principal development and professional learning systems.

B. METHOD

This study employed a quantitative approach with a cross-sectional explanatory survey design. The research sites comprised six public Madrasah Aliyah in Lampung Province: MAN 1 Bandar Lampung, MAN 1 Metro, MAN Insan Cendekia Lampung Timur, MAN 1 Lampung Tengah, MAN 1 Tulang Bawang Barat, and MAN 1 Pesawaran. Data were collected from July 2023 to March 2024. The six madrasahs were selected with reference to institutional status, accreditation, staff achievements, and student outcomes so that variation across regional contexts remained represented.

The study population consisted of all 400 teachers in the six selected madrasahs. Each madrasah was treated as a stratum, and respondent allocation followed the teacher composition of each institution. Because the final sample equaled the accessible teacher population across the six madrasahs, data collection effectively covered all members of the accessible population. Table 1 presents the participant distribution. The individual teacher was the unit of analysis, and interpretation is limited to the six research sites.

Table 1. Distribution of Research Participants

No.	Madrasah	Location	n	%
1	MAN 1 Bandar Lampung	Bandar Lampung	115	28.75
2	MAN 1 Metro	Metro	82	20.50
3	MAN Insan Cendekia	Lampung Timur	31	7.75
4	MAN 1 Lampung Tengah	Lampung Tengah	77	19.25
5	MAN 1 Tulang Bawang Barat	Tulang Bawang Barat	32	8.00
6	MAN 1 Pesawaran	Pesawaran	63	15.75
	Total		400	100.00

Source: EMIS data and primary research records, processed (2024)

Data were collected using a closed-ended questionnaire with a five-point Likert scale. Transformational leadership was operationalized through visionary conduct, role modeling, responsiveness to change, individualized consideration, participation, and results orientation. Organizational culture covered concern for standards, attachment, cooperation, credibility, accountability, empowerment, support for creativity, and workplace comfort. Professionalism included commitment to learning, subject-matter mastery, responsibility for student success, efforts to update knowledge, and participation in professional organizations. Teacher performance was measured through instructional planning, implementation, assessment, guidance, and additional duties.

Construct validity was examined through item-total correlations. Internal reliability was assessed using Cronbach's alpha, with coefficients above 0.60 treated as acceptable for exploratory instruments. Assumption tests covered Kolmogorov-Smirnov

normality, linearity, and homogeneity of variance using Levene's test at the 0.05 level. Normality significance values for X1, X2, Y, and Z were 0.124, 0.165, 0.198, and 0.095, respectively, all exceeding 0.05. Homogeneity tests also produced significance values of 0.069-0.125; the data therefore satisfied the assumptions for the analyses employed.

The principal analyses used standardized regression and SPSS-based path analysis. Transformational leadership was denoted X1, organizational culture X2, professionalism Y, and teacher performance Z. The t test evaluated partial relationships, while the F test evaluated simultaneous models at alpha=0.05. Beta coefficients indicated the direction and relative strength of predictors, R represented the model correlation, and R-squared indicated the proportion of outcome variance explained. Because the design was cross-sectional and all variables were measured through respondent perceptions, effect refers to a statistical effect within the model rather than experimental evidence of causality.

Research ethics were maintained by communicating the study purpose, ensuring voluntary participation, protecting identity confidentiality, and using data in aggregate form. No teacher names are reported. The data were analyzed solely for academic purposes and the development of Islamic education management. Using the same response source for predictors and outcomes is acknowledged as a potential source of common-method bias; this limitation informed the interpretation of coefficient magnitudes and model explanatory power.

C. RESULT AND DISCUSSION

1. Findings

Descriptive statistics show mean total scores of 50.84 (SD=5.504) for transformational leadership, 45.98 (SD=4.453) for organizational culture, 30.55 (SD=3.079) for professionalism, and 28.59 (SD=3.765) for teacher performance. At the indicator level, leadership perceptions were highest for principals' understanding of the vision and mission (M=4.17), whereas openness to dissenting views and involvement in duties required improvement. Organizational culture was rated strongly for teachers' enjoyment of their profession (M=4.29), cooperation, and responsibility (M=4.11), but weakly for concern about madrasah problems (M=2.00).

Teacher professionalism was strongest in comprehensive subject-matter understanding (M=4.35), efforts to improve knowledge and skills (M=4.32), and willingness to assist students (M=4.10). The weakest point concerned attention to students' graduation qualifications (M=1.93). Performance was strongest in lesson-plan preparation (M=4.33), while responses to several negatively worded statements about sharing planning responsibilities indicated an uneven understanding of roles. This pattern suggests that professional orientation is relatively strong but has not been fully consolidated into collective responsibility and consistent reflective practice.

All scales met the reliability criterion: transformational leadership alpha=0.734, organizational culture alpha=0.708, professionalism alpha=0.746, and teacher performance alpha=0.769. These coefficients were adequate for aggregate analysis, although not exceptionally high. Interpretation therefore focuses on model patterns and does not assume that every construct is free from measurement error. Table 2 summarizes the descriptive and reliability results.

Table 2. Descriptive Statistics and Instrument Reliability

Variable	Mean	SD	Alpha	Decision
Transformational leadership (X1)	50.84	5.504	0.734	Reliable
Organizational culture (X2)	45.98	4.453	0.708	Reliable
Teacher professionalism (Y)	30.55	3.079	0.746	Reliable
Teacher performance (Z)	28.59	3.765	0.769	Reliable

Source: Primary data processed from the dissertation (2024)

Hypothesis testing showed that all proposed paths were significant. Transformational leadership affected professionalism (beta=0.237; t=4.874; p<0.001) and explained 5.6% of its variance. Organizational culture also affected professionalism (beta=0.202; t=4.110; p<0.001), with R-squared=0.041. When tested jointly, the two predictors produced R=0.270, R-squared=0.073, and F=15.568 (p<0.001). In the simultaneous model, transformational leadership remained stronger (beta=0.191) than organizational culture (beta=0.136).

For teacher performance, transformational leadership produced beta=0.250, t=5.149, and R-squared=0.062, whereas organizational culture produced beta=0.190, t=3.858, and R-squared=0.036. Their simultaneous model was significant, with R=0.273, R-squared=0.075, and F=16.030. Partial coefficients in this model were beta=0.209 for leadership and beta=0.118 for culture. Professionalism had the strongest individual relationship with performance (beta=0.315; t=6.612; p<0.001; R-squared=0.099).

The full model incorporating transformational leadership, organizational culture, and professionalism produced R=0.371, R-squared=0.137, adjusted R-squared=0.131, F=21.029, and p<0.001. The unstandardized equation was Z=10.105+0.109X1+0.170X2+0.318Y. In the full model's partial estimates, professionalism was the dominant predictor (beta=0.260; t=5.365; p<0.001), followed by organizational culture (beta=0.183; t=3.646; p=0.005) and transformational leadership (beta=0.160; t=3.163; p=0.002). Thus, H1-H8 were supported. Nevertheless, 86.3% of performance variance remained outside the model, so the results represent a limited but meaningful contribution.

Table 3. Summary of Hypothesis Testing

H	Structural relationship	Beta/R	t/F	R^2	Result
H1	X1 -> Y	0.237	4.874	0.056	Supported
H2	X2 -> Y	0.202	4.110	0.041	Supported
H3	X1 + X2 -> Y	0.270	15.568	0.073	Supported
H4	X1 -> Z	0.250	5.149	0.062	Supported
H5	X2 -> Z	0.190	3.858	0.036	Supported
H6	X1 + X2 -> Z	0.273	16.030	0.075	Supported
H7	Y -> Z	0.315	6.612	0.099	Supported
H8	X1 + X2 + Y -> Z	0.371	21.029	0.137	Supported

Source: Standardized regression/path analysis, processed (2024); all p<0.05

2. Transformational Leadership and Teacher Professionalism

Support for H1 shows that madrasah principals play a meaningful role in shaping professionalism, although leadership directly accounts for only 5.6% of its variance. This is plausible because professionalism accumulates through initial education, teaching experience, professional identity, continuous learning, and organizational support (Ridwanulloh, M. S., Bagus, S., Maulana, K., & Apriyanto, S, 2025). Leadership can accelerate this process through a clear vision, ethical role modeling, dialogue about instructional quality, recognition of achievement, and opportunities for teacher experimentation. The result is consistent with research positioning principal supervision and professionalism as factors in teacher performance (Agustina and Saxena 2022), and with evidence that multicultural leadership and professionalism are jointly associated with teacher performance (Soraya and Supadi 2023).

In a madrasah, vision must not remain a normative statement. It should be translated into instructional priorities, behavioral indicators, reflective forums, and support for competence development. Mokhtar and Abd Razak (2024) situate instructional leadership and teacher efficacy within the relationship with professional learning practices. The present findings reinforce that argument: principals' understanding of the vision scored highly, but several aspects of participation and receptiveness to differing views remained weak. This gap indicates that vision communication is established, while the mechanisms that convert vision into professional dialogue and shared decisions still require reinforcement.

The principal-teacher relationship provides social infrastructure for professional learning. Ozdoğru, Dogus, and Akyurek (2025) show that this relationship mediates the link between innovative school leadership and professional learning. In the present study, individualized consideration and support for creativity should be positioned not as personal cordiality but as organizational strategy: principals identify teacher needs, provide feedback, enable access to training, and ensure that training outcomes are shared. Such support strengthens teacher agency, understood as the capacity to make responsible professional decisions.

3. Organizational Culture and Teacher Professionalism

H2 and H3 confirm that organizational culture is associated with professionalism, both independently and alongside leadership. Culture signals which behaviors are valued: whether questions are treated as weakness or learning opportunities, whether errors are used to punish or improve processes, and whether individual achievements become collective learning. When norms of collaboration and accountability are strong, teachers are more likely to share practice, accept feedback, and sustain professional standards. High scores for cooperation and professional pride constitute cultural resources that can be used to strengthen professionalism (Kasiyarno, K., & Apriyanto, S, 2025).

Conversely, weak concern for madrasah problems suggests fragmented responsibility. Teachers may regard themselves as professional in their classrooms without viewing organizational problems as part of their professional obligations. Jukic (2022) argues that teacher roles and organizational culture must be integrated into

school management. Fu et al. (2022) likewise show that a positively perceived culture is associated with work engagement. Principals should therefore expand the meaning of professionalism from 'conducting one's own teaching well' to 'helping sustain the madrasah's collective capacity to serve students.'

Empowerment is an important bridge between culture and professionalism. Yao, Ma, and Duan (2024) show that collegial trust and affective commitment help explain the effect of empowerment on professionalism. In madrasahs, empowerment may take the form of instructional improvement teams, access to learning-outcome data, authority to design interventions, and forums for shared decision-making. This authority must be accompanied by accountability so that a participatory culture does not become task distribution without standards. Strengthening culture is therefore not a slogan-based activity but the deliberate design of social routines and decision structures.

4. Leadership, Culture, and Teacher Performance

H4-H6 show that transformational leadership and organizational culture have positive effects on performance. Leadership's individual effect was stronger than culture's, but the joint model explained only 7.5% of performance variance. This result accords with Raharja, Nashir, and Andriani (2022), who found effects of both variables on teacher performance in Indonesia. It is also consistent with Fadilah, Hadiwijaya, and Muttaqijn (2024), Hendrianto et al. (2023), and Kurniasih (2024), although effect sizes may differ according to context, instruments, school characteristics, and other predictors included in a model.

In practical terms, leadership affects performance when vision is converted into concrete working conditions: measurable learning objectives, role allocation, resource support, psychologically safe classroom observation, timely feedback, and follow-up. Transformational leadership without implementation discipline may generate inspiration without changes in practice. Conversely, management centered solely on control can improve short-term compliance without necessarily building creativity and commitment. Alzoraiki et al. (2023) demonstrate the importance of teacher commitment in the relationship between leadership and sustainable teaching performance, while Kaya (2024) highlights the roles of professional resilience and job satisfaction in teacher creativity.

Organizational culture affects performance through consistency in collective behavior. When teachers share responsibility, seek help without fear of judgment, and use data for improvement, the organization reduces quality variation across classrooms. Widodo (2024) positions school culture as a foundation for teachers' contextual performance, while Amri (2024) shows the relevance of instructional leadership, culture, and organizational commitment to performance. Culture can, however, also preserve established practices. Familial norms without accountability may make evaluation overly permissive. Madrasahs therefore require a culture that is both supportive and committed to high standards.

5. Teacher Professionalism as the Strongest Predictor

H7 and H8 yield the study's principal finding: professionalism is the strongest predictor of performance. Independently, professionalism explained 9.9% of performance variance; in the full model, its beta coefficient of 0.260 exceeded those for

culture and leadership. This result can be explained by professionalism's proximity to work actions. Subject knowledge, pedagogical capability, responsibility, competence renewal, and professional participation directly shape the quality of teachers' decisions before, during, and after instruction.

Professionalism should be distinguished from symbolic professional status. Certificates, positions, and organizational membership matter, but performance primarily depends on how knowledge and responsibility are enacted in practice. Hordern (2024) identifies expertise and professional jurisdiction as central issues, while Cramer, Brown, and Aldridge (2023) emphasize meta-reflexivity for addressing the complexity of the profession's future. In this study, high scores for subject mastery and learning efforts are strengths. However, weak concern for students' graduation qualifications shows that knowledge mastery is not always accompanied by an orientation toward learning outcomes and systemic responsibility.

Effective professional learning should be close to classroom problems, collaborative, continuous, and capable of producing evidence of change. Oppi and Eisenschmidt (2022) demonstrate the role of teacher leadership in building professional learning communities. Gumus, Kilinc, and Bellibas (2022) connect school-level teacher leadership capacity, professional learning, and self-efficacy. Yang and Chang (2025) also position professional learning communities as a mediator between distributed leadership and professional development. The implication for madrasahs is the need for a clear cycle: identifying learning problems, studying relevant knowledge, designing strategies, implementing them, observing evidence, reflecting, and disseminating lessons.

Professionalism is social and contextual. Yang et al. (2023) demonstrate the importance of collective resilience and collaborative professionalism when teachers face major disruption. Pereira and Tay (2023) caution that professional development policies may offer choice while constraining agency when they are overly controlled. Acton (2022) shows that school structures and culture can impede teacher leadership. Development programs must therefore extend beyond lists of training events. Principals should provide time, space, data access, mentoring, and authority so that teachers can translate training into practice.

The relationships found also support a trust-centered approach to development. Alazmi and Hammad (2023) and Al-Mahdy et al. (2024) show that trust and agency help explain the relationship between leadership and professional learning. When supervision is perceived as an inspection intended to find faults, teachers tend to conceal difficulties. When supervision is framed as a learning process with clear expectations, teachers are more likely to open their practice to scrutiny and use feedback. This model still requires performance evaluation, but evaluative decisions should be proportionally separated from developmental conversations so that accountability does not suppress learning.

6. Managerial Implications and Study Limitations

The results can be translated into four agendas. First, principals should align the vision with learning indicators and leadership behavior. Second, a collaborative culture must be built through routines rather than slogans, including evidence-based meetings, peer observation, and joint follow-up. Third, professionalism should be developed through progressive learning pathways that link individual needs with madrasah

priorities. Fourth, performance should be monitored through combined evidence: planning, process observation, learning outcomes, teacher reflection, and organizational contributions. The findings of van Geel, Keuning, and Safar (2022) on enabling and constraining factors in skill development remind program designers to attend to implementation conditions.

Table 4 summarizes the action priorities. Prioritization is not based solely on coefficient magnitude. Professionalism is the strongest predictor, but leadership and culture provide conditions in which professionalism can develop. Interventions that merely send teachers to training without changing principal support and organizational routines therefore risk limited effects. Conversely, cultural change without investment in teacher competence may generate collegiality that does not automatically improve instructional quality (Apriyanto, S., Erlina, I. A. H., & Herniawati, A, 2025).

Table 4. Evidence-Based Managerial Priorities

Priority	Action	Indicator
Vision-driven leadership	Translate the madrasah vision into learning targets, coaching, feedback, and resource decisions.	Consistency between vision, agenda, supervision, and follow-up
Collaborative culture	Institutionalize peer observation, evidence-based meetings, shared problem solving, and recognition.	Participation, trust, shared responsibility, and completed follow-up
Professional learning	Use needs mapping and cycles of study, practice, observation, reflection, and dissemination.	Changes in teaching practice and documented student-learning evidence
Performance governance	Combine planning, process, outcomes, reflection, and organizational contribution in appraisal.	Balanced, transparent, developmental, and auditable evaluation

Source: Authors' synthesis based on the empirical findings and recent literature

The study has several limitations. A cross-sectional design cannot establish causal sequence. All variables were measured through teacher perceptions, creating potential common-method bias and socially desirable responses. The six madrasahs were selected on institutional criteria rather than randomly sampled from all Madrasah Aliyah in Lampung; generalization should therefore be limited to sites with comparable characteristics. The full model explained only 13.7% of the variance, meaning that performance is predominantly shaped by unexamined factors such as motivation, workload, well-being, pedagogical and digital competence, facility support, student characteristics, and policy.

Future research should employ longitudinal or multilevel designs to analyze change over time and the clustering of teachers within madrasahs. Performance measurement should combine self-reports, classroom observations, instructional documents, and learning outcomes to reduce single-source bias. Models could also formally test the mediating role of professionalism using structural equation modeling and confidence intervals for indirect effects. Comparisons between public and private

madrasahs, urban and rural settings, or other education levels would help determine whether the observed pattern remains stable across contexts.

D. CONCLUSION

The study concludes that principals' transformational leadership and organizational culture have positive and significant effects on the professionalism and performance of Madrasah Aliyah teachers in Lampung Province. Leadership and culture jointly explained 7.3% of professionalism variance and 7.5% of performance variance. Professionalism had the strongest individual relationship with performance and explained 9.9% of its variance. The combined model of leadership, culture, and professionalism explained 13.7% of performance variance; professionalism remained the dominant predictor in the full model.

The central meaning of these findings is not that any single factor can resolve performance problems, but that improvement requires a mutually reinforcing configuration. Principals must provide direction through vision and support; organizations must institutionalize collaboration, trust, and accountability; and teachers must continuously develop knowledge, reflection, responsibility, and professional engagement. Quality-improvement programs should connect these three layers in a measurable cycle of instructional improvement.

The large proportion of unexplained performance variance calls for proportionate interpretation. The findings do not support a claim that leadership, culture, and professionalism are the only determinants. Future research should incorporate motivation, well-being, workload, digital competence, facility support, and student characteristics, while employing longitudinal, multilevel, and multisource designs.

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